ICT

ICT at Red Gates

ICT at Red Gates School covers a wide range of skills that help our pupils learn to play simple games, communicate and access real world equipment. ICT is taught both in classrooms as well as in our specialist ICT suite, and two light and sound rooms. All classrooms are fitted with an Interactive Board in order to maximise pupil engagement with technology in an accessible manner during a range of lessons throughout the day. ICT is assessed using the Red Gates Steps framework under Computing with elements appearing in Communication and Science Enquiry (for pupils working below RG4) and Communication, Writing, Number and Physics (for pupils working above RG4)

EYFS

In the Early Years Foundation Stage ICT is taught as part of 'Understanding the World – Technology'. In the early stages of development the beginnings of understanding technology lies in exploring and making sense of objects and how they behave. Our pupils have access to a range of 'cause and effect' toys that encourage them to show curiosity, develop sequences of movements and maintain focus in the object. Adults demonstrate how pupils can investigate a toy – how to push, pull, lift or press parts of toys during class 'bucket' sessions and on a 1:1 basis, encouraging pupils to show an interest in them and begin to learn to operate them. Pupils enjoy going to visit the light and sound room – exploring the interactive boards, bubble tubes and are given the opportunity to choose their favourite nursery rhymes to listen to on the iPad. Each class room has an interactive whiteboard and pupils are taught how to complete different programs, developing their motor skills alongside ICT skills. In early years pupils are taught using play carousels. ICT is incorporated within each of these carousels. For example in a mark making carousel ,the program 'to paint' would be set up on the interactive white board for pupils to access.

LISS

In the LISS Pathway ICT is taught through shared experience and turn taking. Pupils are encouraged to use equipment such as cameras, iPads and classroom computers alongside their friends. Programs such as MyBoard support learning in a broad range of subjects and develop hand eye coordination as well as touch cause and effect. Structured ICT learning may take place using small groups and specialist areas such as the ICT suite. iPads may be used to develop maths, writing and listening skills using a broad range of programs which interact with real world items. iPads and microphones can be used to make music or record helping to develop vocalisation and speech as pupils can listen back to the sounds they make. Switch skills are developed through cause and effect toys and then progressing to making choices and playing games on the computer, iPad or Interactive Board. Simple races and games using remote control cars and bee-bots are played developing understanding of direction and controlling an external item. Some pupils may begin to print photographs and type simple sentences with support for journals and to document learning experiences in other subject areas.

Sensory

In the Sensory Pathway ICT is taught through hands on experiences. The use of motivating sensory based ICT resources such as vibrating cushions, foot baths and bubble tubes are used to help to develop understanding of switches to control events. Pupils then progress to using switches for motivating programs on the interactive boards and classroom computers to make choices and control programs. Pupils spend time in immersive sensory environments where they are able to control elements of the room and interact with programs to develop their ICT skills. iPads are introduced to support pre-writing skills using mark making programs, as well as making music and developing maths skills, pupils may also be introduced to taking photographs of their experiences. ICT is often taught in small group carousels where pupils can develop a range of ICT skills, choice making and communication development in a highly supported environment.

ASD

In the ASD Pathway ICT is taught through structured activities and small group learning. Activities are structured around individual pupil interests and are structured to encourage independent and co-operative learning. Hands on learning with more durable and sensory based equipment is emphasised for ED pupils including the use of light up discs, bubble tubes and fans. Pupils begin to request and comment on the equipment that they are using supported by PECS and communication boards. Writing skills are developed using a combination of mark-making programs and light up mark-making dry erase boards. Switch skills are progressed from cause and effect through to playing simple games on the computer or interactive board. iPads may be used to take photos, play music and record sounds, develop maths and writing skills or as a reward for TEACCH. Some pupils are taught to print, scan and photocopy their work using the printer in the ICT suite.